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ABSTRACT

The guide is intended to help administrators implement Part 100 Regulations of New York which includes special education within the regular education framework rather than as a separate parallel system. The guide provides a summary of major topics within the Part 100 regulations and discusses implications for students with handicapping conditions in the following areas; curricular requirements K-8; requirements for diplomas and certificates; testing, remediation, and alternative testing; second language requirements; guidance programs; conduct and discipline. Within each topic areas, suggestions are offered for planning and implementation. (CL)

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A GUIDE FOR IMPLEMENTATION

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THE STATE EDUCATION DEPARTMENT
OFFICE FOR EDUCATION OF CHILDREN
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FOREWORD

One of the fundamental concepts that directed the revision of Part 100 of the Regulations of the Commissioner of Education was a strong commitment to afford students with handicapping conditions the benefits of the total education program provided in their school districts. As a result, New York State has a comprehensive educational blueprint which, for the first time, includes special education within the regular education framework rather than as a separate parallel system. The actions that districts undertake within the next few years to implement the Part 100 Regulations will have long-term effects on the education of all students, including students with handicapping conditions.

The majority of students with handicapping conditions have the potential to master regular education requirements. To realize this potential, special education cannot be based on a special curriculum. Rather, special education should emphasize teaching the basic curriculum to students with handicapping conditions through specialized teaching, and/or modified materials and environments. Planning for students with handicapping conditions' attainment of the same basic competencies expected of all students must occur through a system-wide approach.

Planning for the implementation of the Part 100 Regulations must address the needs of special education - as a part of, not apart from, the system. The revision of the Part 100 Regulations, therefore, provides those involved with the administration of special education programs an opportunity to reexamine those programs and to realign their major components with the goals and objectives of the regular education curriculum.

Purpose

This guide is intended to assist administrators in their responsibilities for special education programs as districts move toward implementing the revised Part 100 Regulations. These regulations will be effective September 1, 1985 and will be gradually implemented during the phase-in period of 1985-1994. To successfully implement these new requirements, administrators will need to know how to plan for the coordination of special and regular education programs.

The guide provides a summary of major topics within the Part 100 Regulations and the implications for students with handicapping conditions. Suggestions for planning and implementation follow each major topic. These suggestions are intended to provide districts with assistance in coordinating special and regular education during the implementation period.

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OVERVIEW

The Part 100 Regulations establish the standards for education programs for all students in New York State, including students with handicapping conditions. This is accomplished through the inclusion of all students within the provisions of the regulations as well as through specific reference to students with handicapping conditions.

The following sections directly address the education of students with handicapping conditions as part of the total educational program.

Section 100.2(s) - Students with Handicapping Conditions.

Students with handicapping conditions must have access to the full range of programs and services described in the Part 100 Regulations to the extent appropriate to their individual needs. In addition, instructional techniques and materials must be modified to the appropriate degree to allow students with handicapping conditions to meet diploma requirements. Committees on the Handicapped are required to review at least annually the appropriateness of such modifications.

Section 100.2(k) - Nondiscrimination in Curricular and Extracurricular Activities.

Students with handicapping conditions are entitled to participate in curricular and extracurricular activities to the extent appropriate to their individual needs.

Section 100.6 - Local Certificate.

This section addresses the provision of local certificates to students with handicapping conditions. Of major significance, however, is the requirement for Boards of Education or trustees to have written policies and procedures which ensure that students with handicapping conditions are provided appropriate opportunities to earn a high school diploma.

These specific sections of the Part 100 Regulations address the education of students with handicapping conditions as part of the total school environment. Throughout other sections of the regulations, consideration of the needs of students with handicapping conditions is also required for implementation. The Part 100 and 200 Regulations must be implemented together and are to be regarded as the total framework for addressing the educational needs of students with handicapping

conditions. Viewed from this perspective, the Part 100 Regulations become the standards for program quality and the Part 200 Regulations become the procedural steps designed to implement these programs.

In summary, students with handicapping conditions must be provided:

- access to regular elementary and secondary school programs, services and activities which are prerequisite to earning a high school diploma, and

- appropriate curricular and extracurricular opportunities to benefit from regular educational experiences and to achieve those learning goals and objectives which are held for all students in New York State.

The following topics have been selected for the purpose of providing suggestions to school personnel responsible for the implementation of these regulations and the coordination of regular and special education programs. These efforts will ensure that students with handicapping conditions access the full range of elementary and secondary programs in order to confidently prepare for postsecondary education or employment.

Students with handicapping conditions must be provided appropriate instruction at the elementary and secondary level to establish the foundation of knowledge that is a prerequisite for later learning, personal growth, and employment.

At the elementary level, students with handicapping conditions must be provided access to the curricular objectives in the fourteen common branch subjects and the other areas of instruction specified in Section 100.3.

For grades 7 and 8, the Part 100 Regulations have been revised to require a minimum instructional time for courses based on units of study, defined as at least 180 minutes of instruction per week. Early planning and coordination between regular and special education administrators will be necessary to ensure appropriate scheduling for students with handicapping conditions.

Extracurricular activities are provided by school districts to support curricular objectives and promote the development of well-rounded individuals. Assuring access for students with handicapping conditions is usually not difficult for pupils placed in home school districts. However, coordination may be required when students are placed in programs operated by BOCES or in other school districts.

SUGGESTIONS FOR . . .

Planning

- Coordinate the administration of regular and special programs to facilitate the integration of students with handicapping conditions into the total school program.
- Plan in advance for the participation of students with handicapping conditions in regular education programs:
  - Ensure appropriate participation in all common branch areas, second languages, physical education, home and career and technology courses.
- Develop guidelines for the early determination of students' anticipated long-range goals by the Committee on the Handicapped (COH). The determination that the program is directed toward earning a high school diploma or achieving a local certificate should be indicated on the IEP early in the intermediate grades.
- Review the curricula in elementary special classes to determine if they provide comparable instruction to regular education courses to ensure that students are prepared to participate in secondary level coursework.
- Review out-of-district special education programs to determine if they are comparable with and meet the curricular goals and objectives established by the home school district.
- Provide special education programs with adequate materials and resources to support instruction in the regular education curricula.
- Review K-8 programs for continuity with 9-12 programs. This is particularly important as curricula become more infused with both intra- and inter-disciplinary approaches.
- Conduct an assessment for determining the staff development needs of regular and special educators in regard to the education of students with handicapping conditions.

Implementation

- Schedule planning meetings between the COH and building principals during the spring or summer to resolve issues regarding the integration of regular and special education programs. Consider:
  - determining when the principal's attendance at COH meetings is appropriate;
  - arranging for alternative means for the principal's participation if attending each meeting is not practical, i.e., submission of reports prior to meeting, information exchanges, use of principal's designee or COH liaison; and

- establishing a process for structuring the exchange of information between the principal and COH.

- Review procedures for maintaining data on units of study which students with handicapping conditions receive. Data should include:
  - information regarding a student's accumulated units of study for use at the COH annual review; and
  - information from guidance personnel to assist the COH in developing the student's program and identifying future instructional needs.

- Document through lesson plans or other means that the required common branch areas and units of study are being taught to students with handicapping conditions.

- Provide a reporting process to parents of students with handicapping conditions that parallels the regular education reporting periods. Reports should indicate the student's progress in subject area coursework.

- Provide information to staff on the type and use of instructional techniques and material modifications that can be utilized to assist students with handicapping conditions within regular education classes.

- Provide in-service training to special and regular education administrators and staff on topics identified by the needs assessment, which might include:
  - responsibility of all staff to provide instruction to students with handicapping conditions appropriately placed within their classes;
  - effective mainstreaming strategies;
  - hands-on experiences with instructional techniques and material modifications for use in regular education classes;
  - understanding instructional requirements for all students as articulated in the Part 100 Regulations;
  - information delineating the full range of district programs, including a clarification of the different purpose of resource room and special class; and
  - the revised curricula and the inclusion of awareness and information about the disabled in each curriculum.

- Introduce procedures within the annual professional review for assessing regular education staff's ability to work with students with handicapping conditions appropriately placed in their classes and for strengthening the building principal's involvement with assessing special education staff.

- Have the Committees on the Handicapped annually report the participation of students with handicapping conditions in curricular and extracurricular activities.

LOCAL WORK PLAN

Area: Curricula Requirement K-8

Action To Be Taken	Assigned To	Timeframe

REQUIREMENTS FOR DIPLOMAS AND CERTIFICATES

State requirements for attaining both local and Regents diplomas were increased as a result of the Part 100 Regulation revisions. The revised requirements reflect the need to more adequately prepare students for continuing changes in the areas of employment and general life skills. Although students will be required to successfully complete additional units of credits and course sequences, the revised regulations provide a greater degree of flexibility in attaining the requirements. Students are able to select sequence options, and attain credit through examination, participation in out-of-class music/art programs or through occupational science and math.

These requirements are minimum standards for all students. Students with handicapping conditions need the same knowledge and skills as their nonhandicapped peers and are held, therefore, to the same standards. To assist them in achieving these standards, they are provided a wide range of services. This assistance is provided as needed through regular education, teacher assistance, tutoring and remediation and/or special education. Also, the revised regulations require that instructional techniques and materials be appropriately modified to provide students with handicapping conditions the opportunity to meet diploma requirements. The continued need for such modifications must be reconsidered by the Committee on the Handicapped at least annually. Students are eligible to receive educational services until the end of their 21st birthday or until the attainment of a diploma, whichever is earlier. This provision may be a viable way to extend the time needed to complete diploma requirements for some students with handicapping conditions.

For students with handicapping conditions who are pursuing a diploma and receiving their primary instruction in special classes, the minimum standards remain the same. Therefore, the equivalency of special education instruction provided in the same subject areas as regular education is an important consideration. To attain a high school diploma, it is important that capable students with handicapping conditions are provided the opportunity to achieve the same curricular goals and objectives that are required of their nonhandicapped peers. If this is done, courses taught in special classes can be determined to be equivalent to the same courses taught in the regular education program. As this determination is made by the building principal, it is important that the principal review the instructional programs of the special education classes taught in each building.

The COH and building level administrators should discuss effective means for determining the equivalency of programs to ensure that students have the opportunity to meet the needed requirements for a high school diploma. Equivalency to home district and out-of-district programs is another factor that will need consideration as the revised regulations are implemented.

An area that has particular importance for students with handicapping conditions is occupational education. Across the State, participation in occupational programs by students with handicapping conditions is currently very low. Although specific areas may have high participation rates, this is not consistently found in all regions. In order to assist handicapped students' transition from school to work, participation in such courses must have advanced planning. In grades 7 and 8, students with handicapping conditions must participate in the required units of study for technology and home and careers. Beginning in grade 9, all students must have the opportunity to begin an occupational sequence. Throughout these grades, participation in occupational programs may be a very appropriate way to meet high school diploma requirements and attain skills for future employment.

Students may also receive diplomas through high school equivalency preparation programs. These programs are designed to instruct students who are over compulsory school age so that they may successfully complete the General Education Development (GED) tests which are required for a high school equivalency (HSE) diploma. Where such programs are offered by a school district, students with handicapping conditions must be afforded the same participation as nonhandicapped students.

It is recognized that some students will not be able to achieve the requirements of a diploma, nor would it be appropriate for some students to plan programs toward that goal. In these cases, the regulations allow districts to award local certificates to students with handicapping conditions who have achieved the goals specified on their IEP for the year in which the local certificate is awarded. Students who are awarded a local certificate must have attended 13 years of school beyond kindergarten, except for those students who meet the criteria of Section 200.1(cc)(4) of the Commissioner's Regulations. The local certificate must also be accompanied by a written statement of continuing eligibility to attend school until the age of 21. The number and names of students awarded a local certificate must be reported to the State Education Department within 15 days after the June graduation.

Prior to awarding a local certificate, the board of education or trustees must have written policies and procedures which assure that students with handicapping conditions are provided appropriate opportunities to earn a high school diploma. Policies and procedures on access to diploma opportunities must be on file in the district or nonpublic school for review by the Commissioner.

SUGGESTIONS FOR . . .

Planning

- Develop policy and procedures which ensure that students with handicapping conditions are provided appropriate opportunities to earn a high school diploma. As districts develop the policy and procedures required by Section 100.6, attention should be given to:
  - establishing district goals for students with handicapping conditions regarding the attainment of diplomas; and
  - establishing procedures for collecting data needed to assess the current status of students with handicapping conditions, in diploma-bound programs. Consider the number of students with handicapping conditions:
    - enrolled in courses for credit and the type of courses most often scheduled;
    - participating in statewide and district testing programs;
    - awarded local certificates over the past five years;
    - being provided alternative testing techniques;
    - attending school beyond the age of 16;
    - receiving a high school diploma;
    - participating in High School Equivalency programs;
    - participating in occupational and guidance programs; and
    - receiving instruction in regular education or equivalent curricula.
- Analyze data regarding the number of students with handicapping conditions in diploma-bound programs.
- Develop policies and procedures for ensuring opportunities to attain diplomas based upon current best practices and needed areas of improvement.
- Coordinate communication between special education administrators and department chairpersons or directors so that required skills and competencies are understood and equivalency of instruction in appropriate special classes can be determined.
- Establish written assurances of access to programs at the building level by delegating persons responsible for ensuring appropriate opportunities.
- Develop a clear policy on the awarding of local certificates.
  - establish criteria for determining when a handicapped student has achieved the goals of his or her IEP in order to award a local certificate;

- determine how a student receiving a local certificate will be provided with information explaining the meaning of a local certificate and of continuing eligibility;
- determine how students who receive local certificates will participate in graduation ceremonies; and
- develop a process for reporting to the State Education Department the number and names of students awarded local certificates.

- Develop a clearly written statement that accompanies a local certificate that explains the continuing eligibility to receive services until the end of the school year of their 21st birthday or until a diploma is earned, whichever is earlier.
- Develop procedures to assist in planning for adult services for those students with handicapping conditions who will need such assistance.
- Develop guidelines for modifying instructional techniques and materials to provide students with handicapping conditions the opportunity to meet diploma requirements.
- Establish guidelines for cooperative activities between the guidance department, building administrators and Committee on the Handicapped for integrating handicapped students' regular and special education programs.

Implementation

- Designate staff responsible to ensure that the required units of credit for subject areas and sequences are being met by students with handicapping conditions pursuing a diploma. Such staff should consider the need to:
  - consistently track courses scheduled and progress in courses;
  - schedule meetings between the COH, guidance personnel and special education staff to coordinate sharing necessary information on the students' programs both before and after the COH and guidance annual reviews;
  - initiate a reporting process to parents of students with handicapping conditions consistent with the regular education reporting system on student progress in subject areas;
  - review teacher lesson plans to ensure that instruction reflects the level needed to earn credit for students in diploma courses;
  - discuss the effective use of alternative ways to grant units of credit to add greater flexibility within the student schedule;
  - indicate on the IEP whether the program is directed toward earning a local or Regents high school diploma or achieving a local certificate;
  - determine a student's graduation date if different from other students of similar age;

- provide vocational assessment when appropriate and recommend occupational education programs accordingly; and
- identify and develop potential work/study sites in the community which would be supportive and appropriate for students with handicapping conditions.

- Assign a work group composed of special and regular educators to develop guidelines for determining the equivalency of special education instructional programs. The group should:
  - assess the scope and depth of the regular education curriculum and decide the depth and scope of content that is needed to maintain equivalency with the curriculum;
  - consider the range of time over which the instruction could be provided and still maintain equivalency;
  - determine smaller units into which the regular education curriculum could be divided and still maintain equivalency;
  - review the curriculum objectives of the specially designed program for equivalency with the revised approved State or local syllabus;
  - ensure that the minimum required levels of achievement are the same as those for students in regular education programs; and
  - apply minimum attendance criteria for students enrolled in specially designed programs.

- Notify the COH as to which courses have been approved as equivalent for the purpose of granting credit.

- Organize meetings with out-of-district programs to ensure that each program's goals and objectives are accepted as equivalent to district standards.

- Assign special education teachers and administrators to the curriculum development and review committees.

- Provide appropriate regular education materials and resources to special education classes to meet program needs.

- Provide in-service training to all staff on:
  - revised curricula, as all teachers will need to be familiar with the content and the use of each curriculum;
  - the use of instructional techniques and material modifications to assist students with handicapping conditions placed appropriately in regular education classes; and
  - any other topics as identified by the staff development needs assessment.

LOCAL WORK PLAN

Area: Requirements for Diplomas and Certificates

Action To Be Taken	Assigned To	Timeframe

TESTING - REMEDIATION - ALTERNATIVE TESTING

The Board of Regents has reemphasized its commitment to ensuring that minimum standards of instruction are met through an expanded statewide testing program which includes both student and program evaluations.

Students with handicapping conditions must have the opportunity to participate in State and local testing programs to the maximum extent possible. Exemptions from taking such tests should be made only when it has been determined that it is clearly inappropriate for the student to be working toward a diploma. Although not intentional, any reasons for exemption often signal the beginning of a systematic exclusion from other regular education requirements. Therefore, it is advisable to have students with handicapping conditions participate in the mandated statewide testing program beginning at the earliest stages.

A requirement of the statewide testing program is that remediation must be provided to students who fall below the statewide reference point on the Pupil Evaluation Program (PEP), Preliminary Competency Tests (PCT) and Regents Competency Tests (RCT). Remediation is provided to develop students' abilities so that they can score above the statewide reference point on the next level of statewide tests. Decisions regarding the type and amount of remediation remain the responsibility of the building principal. This responsibility extends to the inclusion of students with handicapping conditions in remediation programs. Coordination between the building principal, Committee on the Handicapped, and staff is essential to ensure appropriate scheduling and continuity in the student's program.

Another component of the testing program is the continued availability of alternative testing techniques to students with handicapping conditions. Alternative testing techniques allow students with handicapping conditions to demonstrate their knowledge and skills without being limited by their handicapping conditions. Alternative testing techniques are based on individual needs and the type of test administered. A student's Individualized Education Program must list the types of testing modifications needed by the student. In order to ensure consistent educational programming, the building principal and Committee on the Handicapped should work in close cooperation regarding the provision of alternative testing techniques.

SUGGESTIONS FOR ...

Planning

- Develop district guidelines for the participation of students with handicapping conditions in testing programs. Guidelines should include factors which need to be considered when exempting students on an individual basis.
- Review current procedures and data on the exemption of students with handicapping conditions from statewide testing programs.
- Establish guidelines for the consistent provision of alternative testing techniques. Consider the following factors:
  - the use of alternative testing techniques needs to be directly related to the student's four need areas as specified in Section 200.6(f)(2) of the Commissioner's Regulations; and
  - the consistent use of alternative testing techniques throughout the student's total testing program.
- Develop guidelines for access to and provision of remedial assistance to students with handicapping conditions.
- Establish guidelines for the building principal and Committee on the Handicapped regarding the coordination of remedial programs.

Implementation

- Initiate communication between the building principal, teachers and Committee on the Handicapped regarding students who have been exempted from any statewide tests.
- Inform parents of students with handicapping conditions about testing requirements, remediation and alternative testing techniques.
- Coordinate remedial special and regular education programs:
  - remedial services should parallel the student's needs as identified through the statewide testing program;
  - provide information describing the differences between special education and remedial services and the personnel who will provide such services;
  - schedule remedial services so that a student's program maintains the maximum amount of continuity;
  - provide the principal with information regarding a student's special education program prior to determining the type of remedial services to be provided;

- initiate procedures between the principal and COH to ensure that any reduction in units of study approved by the principal are consistent with the student's IEP; and
- review the notice of remediation so that parents of students with handicapping conditions can differentiate these from notices required by special education programs.

- Provide in-service to administrators and regular and special education staff regarding alternative testing and remediation. Personnel should:
  - have a working knowledge of the purpose, types and consistent use of alternative testing techniques;
  - demonstrate an understanding of the access to and provision of remedial services to special education students; and
  - identify other topics for staff development.

- Principals must review the transcripts of students with handicapping conditions transferring into the districts in grades 11-12 to determine which RCTs the student must complete.

- Coordinate special education programs to coincide with testing schedules.

- Coordinate the activities of the building principal and Committee on the Handicapped regarding the provision of alternative testing techniques and remediation:
  - determine when the principal or the principal's designee should attend COH meetings; and
  - initiate a reporting system or information exchange between the principal and COH that would ensure the timely approval and use of alternative testing techniques and provision of remediation.

- Assign staff to report the use of alternative testing techniques to the State Education Department.

- Provide all staff with information on the types of alternative testing techniques to be used by the students in their classes in accordance with their Individualized Education Programs.

- Assess the student's need for alternative testing techniques at each COH annual review.

LOCAL WORK PLAN

Area: Testing - Remediation - Alternative Testing

Action To Be Taken	Assigned To	Timeframe

SECOND LANGUAGE

All public school students, starting with the class of 1992, are required to have at least one unit of study in a second language prior to completing grade 9. Starting with the class of 1994, this requirement will increase to at least two units of study. For students in grades 9 through 12 pursuing a Regents diploma, three units of credit in a second language are required for the core subject areas.

Students identified as having a handicapping condition may be exempt from the second language requirements. Such exemptions should be made on an individual basis. The decision to exempt a student from a second language requirement should be carefully considered as it may have long-range implications for the student. Once exempt, it is unlikely that the student will have any systematic exposure to a language other than English. In today's global society, this will be disadvantageous to the student. Therefore, only a student whose handicapping condition specifically and severely impairs receptive and/or expressive language skills should be exempt from second language requirements.

An exemption from the second language requirement is valid only in cases where the Committee on the Handicapped, through development or review of the student's program, recommends it to be appropriate and indicates the exemption on the IEP. This should be made only after considering evaluative information, teacher reports, anecdotal information and parental input. If the COH recommendation for exemption is included on the Board approved IEP for the student, the school administrator should be informed of the decision so as to avoid scheduling difficulties and to maintain consistency within the student's program.

SUGGESTIONS FOR . . .

Planning

- Develop guidelines for exempting, on an individual basis, students with handicapping conditions from second language requirements directing the COH to consider:
  - the severity of the student's handicapping condition;
  - the student's primary and secondary language acquisition skills;
  - the long-term benefits of the student's acquisition of second language skills compared with the long-range effects of exclusion;
  - the student's annual goals;
  - plans for the student's transition to high school; and
  - long-range plans for the student's transition to postsecondary education or employment.
- Plans for recruiting second language teachers should include assessing prospective teachers' backgrounds in working with students with handicapping conditions.
- Review certification areas with special and regular education staff to assess the feasibility of teachers taking additional credits to be able to provide instruction in second languages.
- Consider the use of itinerant teachers or sharing teachers with neighboring school districts for second language instruction.

Implementation

- Include students with handicapping conditions in grades K-6 in second language programs to the maximum extent possible and appropriate. Participation in such programs will give teachers, parents, school administrators and the COH specific information about the student's second language abilities for considering the continuation of such instruction or exemption from additional second language requirements.
- Decisions to exempt students with handicapping conditions from second language diploma requirements should be effectively communicated to building administrators.
- Teachers of second languages may be especially helpful in deliberations regarding the exemption of individual students with handicapping conditions from these requirements.

- The COH should recommend appropriate alternative testing techniques and/or instructional and material modifications needed by the student to successfully participate in the second language program.

- Provide in-service training to second language teachers on effective mainstreaming strategies, material modifications and instructional techniques that can be used to integrate students with handicapping conditions who will be participating in second language courses.

- Provide in-service training to special education teachers on second languages which would assist them in working effectively with second language teachers.

- Provide special education and second language teachers time to form work groups to identify needs and solutions to problems that may arise during implementation of second language requirements.

- Consider providing instruction in second languages in the elementary grades for students with handicapping conditions to provide a greater degree of flexibility in scheduling in the junior high school level.

- Provide parents of students with handicapping conditions with information on the second language requirement and exemption.

LOCAL WORK PLAN

Area: Second Language

Action To Be Taken	Assigned To	Timeframe

GUIDANCE PROGRAMS

Students who are educationally handicapped must have equal access to guidance programs. The assistance provided through guidance services in grades K-6 and 7-12 is important for the effective participation of all students in educational programs.

In grades K-6, the guidance program must be designed to prepare students to effectively participate in their current and future educational programs. Assistance must be provided to students who exhibit attendance, behavioral or adjustment problems and must provide students with information on avoidance of child sexual abuse. This program must be designed in coordination with the teaching staff and must encourage parental participation.

In grades 7 through 12, the guidance program must include an annual review of each student's educational progress and career plans, provide instruction at each grade level on careers and career planning, and provide advisory or counseling assistance to enable students to benefit from the curriculum. The guidance annual review and Committee on the Handicapped annual review are separate reviews and are not intended to be combined. Although Committees on the Handicapped and guidance counselors will independently review the individual programs of students with handicapping conditions annually, they should share information regarding the student on a continuing basis. This will help ensure the coordination of each student's complete educational program.

SUGGESTIONS FOR ...

Planning

- Assist in the development of guidance personnel job descriptions to assure that interaction with students with handicapping conditions is provided. Involve guidance personnel in this process to assure relevancy at the building level.

- Direct guidance personnel to identify the accessibility of programs and services available at institutions of higher education. Counselors should identify the availability of support services and organizations for the disabled which have been established at individual colleges and universities.

- Have guidance personnel identify career opportunities for students with handicapping conditions to avoid limitations based upon stereotypes.

- Work with guidance personnel to assure that schedules for students with handicapping conditions do not preclude participation in required occupational education programs (technology, home/career planning), or available electives such as driver education.

- Establish procedures that enable guidance personnel to provide students with handicapping conditions the necessary opportunities to attain required units, sequences and testing competencies.

- Develop procedures for exchanging the records (guidance histories) of students with handicapping conditions as they make key grade level transitions (K-6, 7, 8, 9-12) to help assure consistency in programming.

- Establish procedures which foster maximum parental involvement in the annual guidance review.

- Establish a plan for training guidance counselors on the nature and needs of students with handicapping conditions to improve their ability to work effectively with this population. Available resources, such as the local Special Education Training and Resource Center (SETRC), may be most helpful in this area.

- Plan in-service training for guidance personnel to address vocational assessments and instruments appropriate for students with handicapping conditions.

- Plan for the provision of guidance services for students receiving instruction in out-of-district programs (e.g., BOCES).

- Plan for coordinating the services of guidance counselors and counselors from the Office of Vocational Rehabilitation to link services for students with handicapping conditions to postsecondary programs.

Implementation

- Have students with handicapping conditions participate in "Career Day" presentations.
- Have guidance personnel provide parents and students with information on community resources for the disabled.
- Expect that guidance personnel will be familiar with COH vocational assessments to assist them with their annual review responsibilities.
- Have COH and guidance personnel discuss their roles and responsibilities, identify potential points of role conflict and develop appropriate solutions. Consider in-service training, use of faculty meetings and other approaches to continue this process.
- Establish a system for communication between guidance personnel and the COH for purposes of annual revision of the Phase I IEP:
  - consider a written system of communication which provides for copies of information to be sent on a regular basis.
- Guidance personnel must continue to work closely with the COH on occupational education sequence requirements to assure equal access and opportunity for students with handicapping conditions:
  - encourage guidance personnel to provide parents and students with information on financial aid (e.g., SSI benefits, etc.).

LOCAL WORK PLAN

Area: Guidance Programs

Action To Be Taken	Assigned To	Timeframe

CONDUCT AND DISCIPLINE

As of January 1, 1986, each school district must adopt a written policy on conduct and discipline which applies to all students. For students with handicapping conditions, the policy must include procedures for determining when the conduct for which discipline is being considered should result in a referral back to the COH. The COH would then examine that specific conduct in relation to the student's special education needs, the goals and objectives included on the IEP and current formal and informal student assessment data. The Committee may determine that the specific behavior for which the student was referred is a direct manifestation of his or her handicapping condition. In such instances, the Committee may revise the student's special education program to provide more structure or support or may determine that other program modifications are needed. If the COH does not find a close correlation between the behavior which warranted referral and the student's handicapping condition, the provisions of the school's discipline code would be followed.

The intent of this process is to ensure that all students are taught to assume responsibility for their behaviors while acknowledging that individual students should not be disciplined for failing to meet behavioral expectations which are unreasonable for that individual. The district's policy on conduct and discipline, therefore, must strike an equitable balance between the enforcing of reasonable standards and the acceptance of and attention to specific individual limitations and needs.

Administrators should also recall that Part 200 of the Regulations of the Commissioner contains procedures for the referral of a student to the COH. Section 200.4 requires that the referring party is identified, that the reason for the referral is stated in writing, and that previous attempts to remediate the student's performance are documented. Consistency with the requirements of Section 200.4 should be a part of the district policy on conduct and discipline as it addresses the consideration for COH review of a handicapped student whose behavior is in violation of the conduct code.

SUGGESTIONS FOR . . .

Planning

- In conjunction with developing policy on conduct and discipline, school districts should provide guidelines to assist professional school staff in determining when a handicapped student's behavior warrants a referral to the COH. These guidelines may include:
  - a statement of intent describing the purpose and need for such referrals;
  - situations which result in inappropriate behavior during a very short period and may not warrant a referral to the COH;
  - the types and severity of prohibited behavior, which, under all circumstances would require a referral of the handicapped student to the COH for review; and
  - suggestions for determining when a series of minor infractions begin to take on a pattern which warrants referral.
- District policy must be consistent with the referral procedures of Section 200.4(a) of the Commissioner's Regulations.

Implementation

- Assign a special education representative to the team of required consultants for the development of the policy.
- Provide special educators and students in special education programs with information on conduct and discipline procedures.
- Provide profiles on student behavioral histories and successful disciplinary techniques to a teacher receiving students with behavioral problems.
- Consider the use of building level teams as an intermediary unit for discussing students' behavioral difficulties.
- To help prevent behavior problems, provide teachers with in-service education on the modification of materials and instructional techniques and on a range of strategies for situations requiring disciplinary intervention.

LOCAL WORK PLAN

Area: Conduct and Discipline

Action To Be Taken	Assigned To	Timeframe

SUMMARY

The revision of the Part 100 Regulations of the Commissioner provides administrators responsible for special education programs the opportunity to reemphasize special education's role as part of the total educational system. The district's needs in regard to special education must be carefully identified and incorporated into the planning process during the implementation phase. The resources of both regular and special education must be cooperatively directed toward providing capable students with handicapping conditions the opportunity to attain the competencies required for a high school diploma. The long-term results of these efforts will be better preparation for students with handicapping conditions to pursue future educational, employment and personal opportunities.